Correctional Training Director

DACUM Profile   February 27, 2007

Organized By	Facilitated By
Launa Kowalcyk National Institute of Corrections 791 Chambers Rd Aurora CO 80011 1-800-995-6429 lkowalcyk@bop.gov	**Barry Mulcahy** Academy Administrator Vermont Department of Corrections **Launa Kowalcyk** NIC Correctional Program Specialist Aurora, CO
	Producer **Jennyann Noack** National Institute of Corrections

DACUM Panel of Experts

Participant	Title	Company	State
Nancy C. Hoffman, Ph.D.	Executive Director, Professional Development and Training Division	Department of Public Safety and Correctional Services	Maryland
Kathy Mickle-Askin	Director of Training	Delaware Department of Corrections	Delaware
Peter H. Norris	Training Academy Manager	Wyoming DOC	Wyoming
Roxanne Parson	Director-Office of Professional Development & Training	Maryland Dept. of Juvenile Justice	Maryland
Tracy Reveal	Training Director	Ohio Dept of Rehabilitation and Correction	Ohio

VF 1620.31   024868   2-14-2011

Profile for Correctional Training Director

A Training Director is one who promotes effective and improved
designing, and managing employee development and training pi

Duties	Tasks						
A Develop Training Programs & Services	A1: Identify the problem F=2	A2: Conduct a needs assessment C=6 F=4	A3: Conduct a job task analysis C=1	A4: Determine program and course objectives C=2 F=1	A5: Establish program and course evaluation criteria F=1	A6: Develop program and course evaluation mechanisms	A7: curr
	A11: Establish partnerships with stakeholders C=3 F=5	A12: Evaluate outsourcing versus insourcing	A13: Identify needed resources F=4	A14: Revise training program based on evaluation outcomes C=1 F=2			
B Develop Training Policies & Procedures	B1: Identify need for policy/procedure C=2 F=5	B2: Analyze internal and external factors influencing training policies/procedures C=13 F=1	B3: Draft training policies/procedures C=6	B4: Elicit comments/feedback from stakeholders C=2	B5: Revise based on comments/feedback	B6: Employ approval process	B7: (cor new
C Conduct Strategic Planning	C1: Monitor the internal/external environment C=4	C2: Identify & involve stakeholders in planning process C=8	C3: Determine internal/external training development needs of stakeholders C=4 F=8	C4: Assess future organizational needs/trends C=12 F=2	C5: Establish benchmarks for evidence based practices F=2	C6: Analyze strengths & weaknesses (internal) and opportunities & threats (external) of current programs C=9 F=2	C7: dev with phil
D Manage Delivery of Training Services	D1: Manage facilities/training space F=4	D2: Manage equipment & materials F=1	D3: Schedule programs, instructors, & participants F=2	D4: Market/disseminate programs/services information F=3	D5: Enforce training policies F=13	D6: Evaluate program delivery F=2	D7: rec
E Promote Professional Development	E1: Participate in professional organizations & training community C=3 F=8	E2: Pursue continuing education/training C=1 F=2	E3: Read professional literature & keep abreast of best practices in corrections, training, and organizational development C=5 F=8	E4: Research & write articles for professional journals & newsletters F=1	E5: Influence professional standards C=1	E6: Seek feedback & assessment to further personal/professional development	
F Manage Personnel	F1: Recruit, hire, & dismiss staff C=1 F=1	F2: Supervise staff C=3 F=13	F3: Create professional development plans for staff C=3	F4: Manage the training of trainers F=3	F5: Coach, counsel, & mentor training staff C=8 F=7	F6: Conduct performance evaluations	F7: ach
G Manage Training Division Finances	G1: Assess/project expenditures to meet identified training needs F=2	G2: Develop & present budget proposal C=1	G3: Negotiate & secure budget approval C=1	G4: Manage supplemental financial resources	G5: Develop expenditure plan F=1	G6: Review/approve expenditures F=4	G7 ma pro

C=Criticality, F=Frequency; The higher the number associated with C or F the more people ranked the task as critical or frequent in their job.

This job profile was ranked for Criticality and Frequency of tasks and New Training Director knowledge, skills, and attitudes by 30 Training Directo

Director is one who promotes effective and improved performance of individuals and the organization through planning,
and managing employee development and training programs/services to support organizational vision and mission.

Tasks						
e program bjectives	A5: Establish program and course evaluation criteria F=1	A6: Develop program and course evaluation mechanisms	A7: Identify available curricula C=5 F=1	A8: Determine best delivery strategies F=4	A9: Identify process for course development	A10: Conduct pilot of training programs
training ed on itcomes						
edback ilders C=2	B5: Revise based on comments/feedback	B6: Employ approval process	B7: Implement (communicate or train) new policies/procedures			
future al s C=12 F=2	C5: Establish benchmarks for evidence based practices F=2	C6: Analyze strengths & weaknesses (internal) and opportunities & threats (external) of current programs C=9 F=2	C7: Align staff development/training with the agency mission philosophy C=18 F=3	C8: Develop short & long-range action plans C=1 F=2	C9: Manage qualitative/quantitative information to determine training objectives F=1	
disseminate ervices F=3	D5: Enforce training policies F=13	D6: Evaluate program delivery F=2	D7: Develop participant recognition programs	D8: Develop & maintain individual/organization training records C=11 F=5		
ch & write professional ewsletters	E5: Influence professional standards C=1	E6: Seek feedback & assessment to further personal/professional development				
e the training F=3	F5: Coach, counsel, & mentor training staff C=8 F=7	F6: Conduct performance evaluations	F7: Recognize staff achievements C=2 F=6	F8: Create strong/effective team C=2 F=1		
e tal financial	G5: Develop expenditure plan F=1	G6: Review/approve expenditures F=4	G7: Negotiate with and manage contract providers	G8: Monitor and document expenditures	G9: Prepare fiscal analyses and reports	

inked the task as critical or frequent in their job.

knowledge, skills, and attitudes by 30 Training Directors in Longmont, CO on March 6, 2007.

Correctional Training Director

Knowledge

Administrative law

Assessment tools

Curriculum development

Group dynamics

Legislative law

Personnel adm./EEO/Affirm. Action

Stress/time management

Agency mission/goals/operations N=2

Budget

Delivery methodologies

HR development

Legislative process

Staffing analysis

Technology

Agency policies/procedures

Criminal justice system

Diversity

Learning theory/Learning styles N=7

Organizational development N=3

Strategic planning N=9

Testing evaluation instruments

Attitudes

Adaptable

Committed

Dynamic

Ethical N=2

Innovative N=1

Optimistic/positive

Persuasive N=1

Risk-taking

Sense of humor

Visionary N=5

Articulate

Creative

Energetic

Flexible N=1

Integrity

Perceptive

Professional

Role model

Sincere

Assertive N=1

Credible

Enthusiastic

Initiative

Observant

Persistent

Resourceful N=2

Self-motivated

Supportive

Skills

Conducting research N=1

Delegation

Leadership N=15

Negotiation

Prioritizing

Public speaking

Written/oral communication

Conflict management and resolution

Grant writing N=1

Leading meetings

Organization/coordination

Problem resolution

Supervision

Decision making

Instruction

Managing change N=3

Persuasion

Public relations

Technological

Equipment and Tools

Appropriate adult-learning environment

Computers/software

Internet

Presentation tools & products

Simulation props & training equipment

Audio-visual aids

Distance learning platform

Learner centered classroom

Residential accommodations

Commercial assessment/evaluation tools

Interactive learning systems

Office equipment & furniture

Resource libraries & database

N= Knowledge, Skills, and Attitudes rated most important for a New Training Director, the higher the number the more important.